

DRAFT ACTION PLAN YEAR ONE FOR STRUCTURING FACULTY INQUIRY (3B)

OBJECTIVE: Increase collective awareness of how to improve student engagement and learning in math

STRATEGY: Structured faculty inquiry based on classroom practice

ASSESSMENT: 1) number of conversations based on classroom exchanges
2) number of faculty conversations based on classroom assessments
3) changes in participating faculty's classroom practices

Task	When
The FIG question: What are the big math stumbling blocks that prevent our students from succeeding in the pre-college algebra sequence? What strategies/tools can we implement to address these?	
Explain FIG at first grant faculty meeting. Create 3 FIGs, one each for 084/085/098 (small groups)	10/8/10
Individual FIGs meet for the first time. Discuss what the FIG process will look like (including recording keeping for assessment 3). Participants are encouraged to bring student work or CATs to provide evidence of where students struggle.	10/22/10
At each Friday faculty meeting, allot time for the FIG teams to meet	ongoing
Faculty, collect evidence (CATs, summative assessments) throughout the quarter. Bring results from any strategies you try to the FIG	ongoing

Format adapted from Boudett, Kathryn Parker, City, Elizabeth A., and Russell, Marcia K.. *Data Wise - A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning*. 6th Printing. Cambridge: Harvard Education Press, 2008. (131). Print.